

## Data Systems

Educators, students, administrators, parents and the community at large all considered themselves stakeholders in educational data systems. Each group had a need for access to easily understandable, timely, accurate and rich information as well as guidance on analysis and use of such data.

The fragmentation of systems all over the state was a major issue for many stakeholders. A theme emerged of a desire for one system of educational data, available on the internet, easily accessible and common to the state and all RI districts. Systems that are centralized use email alerts and have portals for web access to grades and other markers are needed. This type of system was seen as a way to fill a need for an efficient system that could lessen the time lag for test result reporting and also be more accessible to parents, students and community members as well as educators. Such a system could also be a way to track students at risk and in need of early educational intervention.

Classroom teachers cited a need for a data system that would be helpful for daily decision making. In addition, they also wanted training on the use of data if they are mandated to use it. Time for analysis and training work was also necessary to educators. Teachers noted a need for balance between data gathering or analysis and instruction.

Parents and educators thought that data should travel with each student, no matter the grade level or the location of a student within RI. Students with an IEP were cited as particularly needing a system that could track them throughout their educational career. A student should also have access to their information- standardized test results, NECAP data or grades- in order to set personalized learning goals. Information could be kept in an electronic portfolio using a common format including any IEP or ILP's a student would have throughout their career. Parents, as teachers, need training and support to access and use the information. A special effort should be made to do so.